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ABSTRACT

Data on freshmen at the University of North Carolina at Chapel Hill are presented and compared to data of comparable institutions as part of the research of the Cooperative Institutional Research Program (CIRP). The study deals with the class of 1980 (enrolled, fall 1976) and the class of 1981 (enrolled, fall 1977). The two classes of entering freshmen are profiled using data submitted on state and federal reporting forms. The CIRP Freshman Survey data are presented in selected areas as a series of tables that allow comparisons of the class by sex with other freshmen populations entering in the same year. Data are shown by sex for each of the following groups: Chapel Hill freshmen, freshmen entering highly selective public universities, freshmen entering highly selective private universities, and freshmen entering all universities. Some brief highlights of the survey are noted in the text along with some comparisons between the classes of 1980 and 1981, and possible implications of the data for planning and decision making at the University of North Carolina at Chapel Hill are presented. Suggestions for futher campus uses of the data obtained through the annual surveys are also offered. (SW)

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Chapel Hill and Other Freshmen: A Look at The Classes of 1980 and 1981

April, 1978

by

P. Michael McCulley

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I. Introduction

UNC-Chapel Hill has participated in a series of surveys which gather data on the characteristics and attitudes of students entering college as first-time, fulltime freshmen since its beginning in 1966. The surveys are part of the Cooperative Institutional Research Program (CIRP), begun in 1966 under the aegis of the American Council on Education (ACE) and now cooperatively administered by ACE and the Graduate School of Education at the University of California at Los Angeles.

The overall aim of CIRP is to gather data on the effects of college on students. A number of follow-up surveys are conducted of each freshmen class at various intervals after the initial survey to collect longitudinal data. Participating institutions receive the results of their freshman survey along with weighted normative data for national comparable institutions; UNC-Chapel Hill, for example, receives data for all universities.

A summary report is produced annually containing national normative data derived from the freshmen surveys and sent to the participating institutions. Using this summary report, along with the individual data for UNC-Chapel Hill, it is possible to make comparisons within the class surveyed, with other comparable institutions, and with previous freshman classes at The University.

This report will deal only with The Class of 1980 (enrolled, Fall 1976) and The Class of 1981 (enrolled, Fall 1977). Earlier years' survey data, from 1966 through 1975, is being gathered and will form the basis for a larger, retrospective examination of freshman characteristics and attitudes at Chapel Hill.

In this report, the two classes of entering freshmen will be profiled using data submitted on state and federal reporting forms. Then, the ACE/UCLA CIRP Freshman Survey data will be presented, in selected areas, as a series of tables. These tables allow comparisons of the class by sex with other freshman populations entering college as first-time, fulltime freshmen in the same year. Data is shown by sex for each of the following groups:

--UNC-Chapel Hill freshmen (includes class "Total")

--Freshmen entering Highly Selective Public Universities

--Freshmen entering Highly Selective Private Universities

--Freshmen entering All Universities (includes group "Total").[1]

Some brief highlights of the survey are noted in the text along with some comparisons between The Class of 1980 and The Class of 1981. A final section notes possible implications of the data for planning and decision-making at the University. Some suggestions for further campus uses of the data obtained through participation in these annual surveys are offered.

One special qualification in interpreting and analyzing the data should be kept in mind throughout this report. Our 1976 response rate (97.8%) exceeded the 75% considered by the researchers necessary for inclusion in the weighted national norms and for judging the data to be representative of our entire freshman class. In 1977, however, our response rate fell to 61.2%. Data for The Class of 1981 was <u>not</u> included in computing the weighted national norms for 1977, and should not be considered representative of our entire freshman class.

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[1]Copies of the complete UNC-CH and annual survey summaries for all freshmen, detailing methodology, weighting procedures, and complete responses, are on file for review in the Office of Institutional Research for Fall, 1976 and Fall, 1977 surveys.

II. The Class of 1980

Data from a number of University, state, and federal reports was used to develop a descriptive profile of some characteristics of The Class of 1980.[2] The profile, on page 4, shows the class enrollment by sex and residency status; the racial composition and SAT mean scores; high school class rank; and, the North Carolina counties and other states strongly represented in the class. When the profile is examined along with the survey responses, a broad perspective of the composition and characteristics of all freshmen entering the University in the Fall, 1976 may be seen.

Of the 2,895 freshmen enrolling in the Fall, 1976 semester, 2,827 (97.8%) completed usable ACE/UCLA survey forms. Table 1 (see pages 5-8 following) has been prepared from these responses, comparing percentage responses for University freshmen with weighted national norms for three other groups of freshmen, broken down by sex:

--Freshmen entering Highly Selective Public Universities

--Freshmen entering Highly Selective Private Universities

--Freshmen entering All Universities.

As noted earlier, because our response rate exceeded the 75% level, our data for The Class of 1980 were included in the national normative data and considered representative of our entire freshmen class. This section reports selected highlights of the responses shown by Table 1.

UNC-CH was slightly below the all universities' total of 6.9% in percentage of Black freshmen enrolling, reporting 6.7% Black freshmen.

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[2]Data was obtained from: "Profile of the Freshman Class Entering in the fall of 1976," UNC-CH Office of Undergraduate Admissions; NCHED A-4, "Admission Requirements and Practices, Fall 1976"; and, HEGIS 2300-2.3, "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1976."

Profile Characteristics of The Class of 1980, UNC-Chapel Hill

Enrollment	(In-State) N	%	(Out-of-State)* N	%	(All Freshmen) N	%
Men	1,091	44.4	233	53.4	1,324	45.7
Women	1,368	55.6	203	46.6	1,571	54.3
Total	2,459	100.0	436	100.0	2,895	100.0

Racial Composition

	N	%
White	2,663	92.0
Black	193	6.7
Other	39	1.3
Total	2,895	100.0

Composite Mean College Board SAT Scores

Verbal	524
Mathematics	566
Total	1,090

Academic High School Ranks

2,564 (92.2%) ranked in the top fifth of their high school senior class

Top 10 North Carolina Counties (in order of number of freshmen)

1	Mecklenburg	231
2	Wake	216
3	Guilford	195
4	Forsyth	131
5	Cumberland	108
6	Durham	81
7	Buncombe	72
8	Alamance	66
9	Orange	61
10	Gaston	50
	Total	1,211

Enrollment of freshmen from these ten counties represented 41.8% of the class, and 49.2% of the in-state enrollment. Ninety-six (96) out of 100 counties are represented by at least one freshman in the class.

Top 10 Out-of-State Enrollment (in order of number of freshmen)

1	Virginia	62
2	Maryland	41
3	Pennsylvania	39
4	Georgia	38
5	New Jersey	37
6	Florida	33
7	New York	29
8	Tennessee	28
9	South Carolina	19
10	Connecticut	15
	Total	341

Enrollment of freshmen from these ten states represented 11.8% of the class, and 78.2% of the out-of-state enrollment (including non-in-quota students). Thirty-five (35) states plus the District of Columbia are represented by at least one freshman in the class.

*Includes 90 freshmen considered "non-in-quota" students under the University's residency guidelines.

Table 1

Comparison of Entering Freshmen, Fall 1976, at UNC-Chapel Hill with National Norms For Selected Groups Using the ACE/UCLA Cooperative Institutional Research Program (CIRP) Annual Survey Data

Item Description	UNC-CH			Highly Selective Public		Highly Selective Private		All Universities		
	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
Race										
White	93.2	91.8	92.4	90.7	89.7	91.7	88.7	91.4	89.0	90.3
Black	6.4	7.1	6.7	3.3	4.5	3.1	7.2	5.5	8.4	6.9
Other	0.4	1.1	0.9	6.0	5.8	5.2	4.1	3.1	2.6	2.8
Political Orientation										
Far Left	1.3	0.5	0.9	2.0	1.2	2.7	1.7	2.1	1.3	1.7
Liberal	25.8	27.8	26.9	30.4	28.9	36.1	39.0	30.2	28.1	29.2
Middle-of-the-Road	49.7	53.3	51.6	46.7	54.3	37.9	43.8	48.3	57.3	52.6
Conservative	22.0	18.2	20.0	20.1	15.4	21.8	15.0	18.3	13.0	15.8
Far Right	1.1	0.2	0.6	0.9	0.2	1.4	0.5	1.0	0.3	0.7
Average Grade (High School)										
A	56.7	69.4	63.6	44.9	55.3	65.3	74.4	30.4	38.7	34.3
B	41.2	30.5	35.4	51.5	43.6	33.7	25.2	57.9	55.3	56.6
C	2.0	0.2	1.1	3.5	1.1	1.0	0.4	11.6	5.9	8.9
D	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1
Estimated Parental Income										
$0 - $14,999	31.4	34.3	33.2	25.6	26.5	19.1	20.9	30.0	34.1	31.9
$15,000 - $29,999	40.3	37.7	38.9	44.5	43.3	38.1	32.0	43.7	40.7	42.4
$30,000 or more	28.1	28.0	28.0	29.9	30.3	42.7	47.2	26.2	25.3	25.7
Distance from Home to College (Miles)										
0 - 10	2.4	4.0	3.3	6.3	7.1	7.3	8.5	13.7	13.2	13.5
11 - 100	42.5	44.5	43.6	34.9	35.2	19.7	20.7	35.4	37.1	36.2
101 - 500	46.3	43.5	44.8	51.7	50.8	38.3	35.1	39.4	40.3	39.8
501 or more	8.8	8.0	8.4	7.0	6.9	34.7	35.7	11.5	9.4	10.5
College is Student's										
First Choice	91.3	92.9	92.1	85.2	88.7	74.0	78.3	78.9	81.1	79.9
Second Choice	6.4	6.3	6.4	11.3	9.3	18.6	16.7	16.0	15.3	15.7
Less than Second Choice	2.2	0.8	1.5	3.5	2.1	7.4	5.0	5.1	3.6	4.4

Note: All numbers are percentages. Totals for Highly Selective, Public and Private Universities, not available. For UNC-CH, N= 2827 responses (97.8% of 2,892 first-time, fulltime freshmen); others are weighted norms.

Data Source: Fall 1976 ACE/UCLA Freshman Survey

Prepared by: Office of Institutional Research, 2/14/78

Table 1 (continued)

Item Description	UNC-CH Male	UNC-CH Female	UNC-CH Total	Highly Selective Public Male	Highly Selective Public Female	Highly Selective Private Male	Highly Selective Private Female	All Universities Male	All Universities Female	All Universities Total
Reasons Noted as Very Important in Selecting This College										
Good Academic Reputation	77.9	84.2	81.3	75.1	79.1	85.8	88.1	54.8	61.2	57.8
Offered Financial Aid	15.2	10.7	12.8	8.6	7.7	26.7	28.9	12.6	12.2	12.4
Has Low Tuition	9.4	9.2	9.3	13.3	12.3	0.4	0.4	13.2	13.1	13.1
Number of Other Colleges Applied to										
None	42.9	46.4	44.8	40.9	42.4	10.7	10.3	37.9	39.7	38.7
One	23.5	25.3	24.5	22.2	25.9	11.0	12.3	17.8	20.7	19.2
Two	15.0	15.4	15.2	16.2	16.4	16.0	17.7	15.5	16.2	15.8
Three or more	18.6	12.9	15.5	20.7	15.3	62.3	59.7	28.8	23.4	26.3
Highest Degree Planned Anywhere										
None	1.1	0.7	0.9	0.9	1.0	0.3	0.3	1.2	1.4	1.3
Associate	0.1	0.1	0.1	0.3	0.4	0.0	0.1	0.6	1.5	1.1
Bachelor	27.5	48.7	34.6	25.2	34.1	8.1	12.5	30.3	38.6	34.2
Master	17.6	29.2	23.9	31.0	32.8	25.4	33.1	28.9	31.9	30.3
Doctorate	13.2	11.3	12.2	14.8	10.9	25.5	20.1	13.4	10.1	11.9
Professional	39.2	17.6	27.5	26.7	19.8	39.7	33.3	23.8	14.7	19.5
Other	1.4	0.6	1.0	1.0	1.0	1.0	0.7	1.7	1.7	1.7
Current Religious Preference										
Baptist	25.5	26.5	26.0	6.9	7.6	4.8	5.5	8.4	9.9	9.1
Methodist	21.4	22.3	21.9	11.6	13.0	6.1	7.3	9.8	10.9	10.3
Presbyterian	13.2	13.5	13.4	8.6	9.9	6.9	7.7	6.6	7.1	6.9
Roman Catholic	8.4	8.9	8.7	26.6	27.2	24.0	20.6	32.2	31.6	31.9
Jewish	3.0	1.6	2.2	5.7	5.4	20.2	22.9	7.1	6.8	6.9
Other religion	18.6	19.3	19.0	23.4	24.1	19.2	21.6	22.6	24.0	23.3
None	9.9	7.9	8.8	17.2	12.8	18.8	14.4	13.3	9.7	11.6
Father's Education										
Less than high school graduate	10.0	10.2	10.1	9.0	9.1	5.5	5.5	11.7	12.4	12.0
High school graduate and beyond	35.0	38.0	36.7	37.0	35.5	26.4	24.5	40.4	40.7	40.5
College graduate and beyond	30.8	30.8	30.8	31.5	32.8	32.7	31.5	28.5	28.3	28.4
Graduate degree	24.1	21.0	22.4	22.5	22.6	35.3	38.5	19.4	18.6	19.0

Table 1 (continued)

Item Description	UNC-CH			Highly Selective Public		Highly Selective Private		All Universities		
	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
Mother's Education										
Less than high school graduate	7.7	6.1	6.7	7.0	7.0	4.4	4.3	8.6	9.0	8.8
High school graduate and beyond	52.0	55.3	53.8	57.4	56.4	48.5	45.5	61.2	60.8	61.0
College graduate and beyond	31.3	31.6	31.5	28.3	29.7	34.0	35.8	23.7	23.7	23.7
Graduate degree	9.0	7.0	7.9	7.4	6.9	13.1	14.5	6.6	6.4	6.5
Concern about Financing College										
No Concern	46.0	40.1	42.8	37.0	31.9	39.4	36.2	37.2	30.3	33.9
Some Concern	45.3	50.3	48.0	50.8	53.3	49.2	49.7	49.1	52.0	50.5
Major Concern	8.7	9.7	9.2	12.2	14.8	11.4	14.1	13.7	17.7	15.6
Financial Aid Provided by This College, '76-'77										
None	69.9	70.5	70.3	77.9	76.8	56.4	57.8	71.9	71.8	71.8
$1 - $499	3.2	2.3	2.7	5.2	5.9	1.6	1.4	4.7	5.3	5.0
$500 - $999	5.5	5.5	5.5	5.4	5.7	3.1	2.4	6.3	6.5	6.5
$1,000- $1,999	11.9	13.7	12.8	7.0	7.9	8.1	7.9	8.7	9.7	9.1
$2,000 or more	9.4	8.0	8.8	4.5	3.7	30.7	30.5	8.4	6.7	7.6
Support from Part-Time Job										
None	50.5	53.0	51.9	38.5	39.8	39.7	45.3	42.7	44.9	43.8
$1 - $499	30.9	33.5	32.3	30.2	39.5	26.8	29.7	28.2	36.2	31.9
$500 - $999	15.9	11.6	13.6	20.7	15.9	24.7	20.4	19.2	14.5	17.0
$1,000 or more	2.7	1.8	2.2	10.6	4.7	8.8	4.7	9.9	4.4	7.3
Student Estimation that Chances are Very Good They Will										
Vote in Presidential Race	75.0	75.2	75.1	70.2	71.0	66.5	66.8	65.7	64.5	65.1
Get a job to pay college expenses	31.7	35.6	33.8	40.0	45.3	43.2	47.3	40.5	42.9	41.6
Live in co-ed dorm	48.9	47.8	48.3	41.1	42.1	52.2	56.7	34.0	34.2	34.1
Get bachelor's degree	84.6	90.8	88.0	82.4	85.3	91.0	95.0	78.3	80.9	79.5
Be satisfied with college	71.2	75.5	73.6	58.4	66.6	68.7	75.6	52.6	61.2	56.7

Table 1 (continued)

Item Description	UNC-CH			Highly Selective Public		Highly Selective Private		All Universities		
	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
Student Agrees Strongly or Somewhat										
Gov't should help private colleges	52.9	47.8	50.1	51.4	47.4	68.4	66.4	60.3	57.2	58.8
People should be paid equally if work hard	17.5	14.0	15.6	18.3	15.2	14.5	12.5	21.3	19.2	20.3
Grading in high school too easy	71.1	74.1	72.7	65.2	66.5	65.6	65.6	61.8	61.9	61.8
Should live together, then decide marriage	45.6	34.5	39.5	53.3	41.4	56.1	49.1	54.9	44.5	50.0
Discourage large families	75.4	70.9	72.9	68.5	60.6	72.0	64.2	64.2	55.1	59.9
Sex o.k. if people like each other	59.9	24.1	40.4	63.9	30.0	67.4	40.0	65.9	33.?	50.5
Marijuana should be legalized	46.9	39.2	42.7	51.8	44.7	54.4	51.7	53.1	48.1	50.7
Base faculty promotions in part on student evaluations	76.4	77.7	77.1	76.4	79.5	79.0	83.7	74.8	76.6	75.7
De-emphasize organized sports	24.3	23.6	23.9	28.4	24.5	35.9	30.5	28.7	24.5	26.7
Individual can do little to change society	39.4	33.2	36.0	43.6	37.3	40.4	35.5	44.9	38.7	41.9
Preferential treatment for disadvantaged o.k. in college admissions	27.2	25.1	26.1	28.0	25.3	23.3	22.5	31.0	29.5	30.3

Note: Questions on this page are reproduced in abbreviated form for condensation of space. Reference to the full text of some questions on the actual survey forms should be made if clarification of responses is needed.

In all categories shown on Table 1, there were higher percentages of Black females than Black males entering college in the Fall of 1976. UNC-Chapel Hill's representation in the composite "Other" racial category (0.9%) fell below the norm for all universities' total (2.8%).

Politically, our freshmen of both sexes rated themselves most often as "middle-of-the-road," 49.7% male, 53.3% female. Almost one-fourth felt they were "liberal," about one-fifth "conservative." The new college students from the highly selective public and private universities were slightly more likely to rate their political self-identity as "liberal" than our students.

Approximately 99% of our freshmen averaged either A or B in high school, compared to 91% for all universities. Women entering highly selective private universities showed the highest academic achievement in high school, nearly three-fourths (74.4%) earning an A average. UNC-CH's freshmen women were close to that figure with 69.4% reporting A averages in high school. Males in all categories on Table 1 had somewhat lower high school grades than did females.

One-third (33.2%) of our freshmen reported their parents' estimated income as $14,999 or less. Over a fourth (28%) indicated estimated parental income at or exceeding $30,000 per year.

Almost half of our freshmen (46.9%) responded that they live in homes within 100 miles of The University. The figure for freshmen entering all universities and having homes within 100 miles of their school was similar to UNC-CH's freshmen, 49.7%. Students of both sexes attending highly selective private universities lived in homes further from their schools, with 34.7% males and 35.7% females 501 or more miles away from their homes while attending college.

UNC-Chapel Hill was the first choice of college for 92.1% of our freshmen, compared to 79.9% for all universities. Another 6.4% of the entering freshmen listed UNC-CH as their second choice.

Our academic reputation was the highest cited reason by 81.3% of freshmen indicating very important factors in selecting UNC-CH. Another 12.8% of our freshmen said financial aid being offered was very important in their deciding to attend The University, while 9.3% cited low tuition.

Almost one-half (44.8%) of our freshmen applied for admission to no other institution, and another 24.5% to only one other institution. For all universities, 38.7% applied to none other than the university attended, 19.2% to only one other school. Approximately 10% of the students attending highly selective private universities applied to no other institution than the one in which they eventually enrolled.

More than twice as many UNC-CH freshmen males (39.2%) stated that they wished eventually to obtain a professional degree somewhere than did our females (17.6%). More females at UNC-CH (29.2%) said the master's degree would be their highest attempted anywhere than did our males (17.6%). Aspirations to the doctorate degree for our freshmen (12.2%) at some institution were slightly above that reported for all universities (11.9%). Still, the freshmen entering the highly selective private universities showed the greatest aspiration to the Ph.D. somewhere, 25.5% for males and 20.1% for females.

The largest religious affiliation for UNC-CH freshmen was Baptist (26%), followed by Methodist (21.9%), and miscellaneous other religions (19%). The largest group reported by freshmen entering all universities was Roman Catholic (31.9%), followed by other religions (23.3%).

UNC-CH freshmen indicated that 53.2% of their fathers had graduated from college with a bachelor's degree or higher, compared with 47.4% for all universities. Freshmen at the highly selective universities, public and private, showed father's highest education level by both sexes to be somewhat higher than UNC-CH freshmen.

Our freshmen noted that 39.4% of their mothers had received a bachelor's degree or higher, compared with 30.2% for all universities.

Concern about financing their college education was a major concern for just under 10% of our freshmen (9.2%), while freshmen entering all universities expressing a major concern about finances for college reported 15.6%.

Of those students receiving financial aid at UNC-Chapel Hill in the entering freshmen class, 12.8% (the largest percentage) were receiving aid from $1,000 - $1,999. Freshmen entering all universities reported 9.1% receiving aid at this same range, also the largest percentage of those receiving any aid from their school.

As evidence of the high expectations of our entering freshmen, they estimated that chances are very good they will be satisfied with college, 71.2% males and 75.5% females (total of 73.6%). This was a marked contrast to the expectations of those freshmen entering all universities: 52.6% males and 61.2% females (total of 56.7%), though they were still above 50%.

On a number of opinion questions, UNC-CH freshmen were somewhat more conservative than freshmen entering all universities, with males generally more liberal than females. A total 72.7% felt "grading in high school too easy," somewhat higher than the all universities' total of 61.8%. Almost half of our freshmen (42.7%) felt "marijuana should be legalized," slightly less than the 50.7% advocating the

legalization among those freshmen entering all universities. In our freshmen's response to the statement, "the individual can do little to change society," there is evidence of the continuing apathy, alienation, and feeling of "powerlessness" that became prevalent on college campuses in the early 1970s. About forty percent (39.4%) of the males and 33.2% of the females agreed strongly or somewhat with the statement. Nationwide, freshmen entering all universities gave even higher percentage responses: 44.9% of the males and 38.7% of the females agreeing strongly or somewhat that "the individual can do little to change society."

Finally, in response to the statement, "preferential treatment for disadvantaged o.k. in college admissions," 26.1% of UNC-CH freshmen agreed strongly or somewhat, compared with 30.3% for freshmen who were entering all universities.

III. The Class of 1981

As with The Class of 1980, a descriptive profile of our freshmen class entering UNC-Chapel Hill in the Fall, 1977 semester was prepared from University, state, and federal reports.[3] The profile, following on page 13, is identical to the one for the preceding class so general comparisons can be made between these two recent groups of entering freshmen. Some highlights from these profiles, along with noted comparisons between the classes using the ACE/UCLA survey data, are noted in Section IV of this report.

Some changes in the local administration of the ACE/UCLA Freshman Survey were made for The Class of 1981, resulting in a substantial

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[3]Data was obtained from: "Profile of the Freshman Class Entering in the fall of 1977," UNC-CH Office of Undergraduate Admissions; NCHED A-4, "Admission Requirements and Practices, Fall 1977"; and, HEGIS 2300-2.3, "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1977."

Profile Characteristics of The Class of 1981, UNC-Chapel Hill

Enrollment	(In-State) N	%	(Out-of-State)* N	%	(All Freshmen) N	%
Men	1,216	46.7	209	47.3	1,425	46.8
Women	1,390	53.3	233	52.7	1,623	53.2
Total	2,606	100.0	442	100.0	3,048	100.0

Racial Composition

	N	%
White	2,775	91.0
Black	222	7.3
Other	51	1.7
Total	3,048	100.0

Composite Mean College Board SAT Scores

Verbal	521
Mathematics	563
Total	1,084

Academic High School Ranks

2,657 (87.2%) ranked in the top fifth of their high school senior class

Top 10 North Carolina Counties (in order of number of freshmen)

1	Mecklenburg	239
2	Wake	229
3	Guilford	222
4	Forsyth	152
5	Cumberland	90
6	Durham	90
7	Orange	89
8	Gaston	73
9	Alamance	64
10	Buncombe	63
	Total	1,311

Enrollment of freshmen from these ten counties represented 43.0% of the class, and 50.3% of the in-state enrollment. Ninety-six (96) out of 100 counties are represented by at least one freshman in the class.

Top 10 Out-of-State Enrollment (in order of number of freshmen)

1	Virginia	65
2	Florida	47
3	New Jersey	42
4	Georgia	39
5	Maryland	37
6	New York	36
7	South Carolina	28
8	Tennessee	25
9	Pennsylvania	23
10	Connecticut	15
	Total	357

Enrollment of freshmen from these ten states represented 11.7% of the class, and 80.8% of the out-of-state enrollment (including non-in-quota students). Thirty-one (31) states plus the District of Columbia are represented by at least one freshman in the class.

*Includes 114 freshmen considered "non-in-quota" students under the University's residency guidelines.

Table 2

Comparison of Entering Freshmen, Fall 1977, at UNC-Chapel Hill with National Norms For Selected Groups Using the ACE/UCLA Cooperative Institutional Research Program (CIRP) Annual Survey Data

Item Description	UNC-CH			Highly Selective Public		Highly Selective Private		All Universities		
	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
Race										
White	92.7	91.3	91.9	92.5	91.4	90.0	87.8	92.2	90.1	91.3
Black	5.8	8.3	7.1	2.7	3.8	4.6	7.6	4.8	7.3	6.0
Other	3.4	1.0	2.0	6.3	6.0	7.8	7.0	4.6	3.7	4.2
Political Orientation										
Far Left	1.2	0.5	0.8	1.9	1.1	2.7	1.7	1.8	1.1	1.5
Liberal	22.7	22.5	22.6	30.0	29.7	36.7	37.9	29.0	27.6	28.4
Middle-of-the-Road	46.3	56.7	52.0	47.5	55.0	37.1	42.4	48.9	57.4	52.8
Conservative	29.0	20.1	24.1	19.7	13.9	22.2	17.6	19.5	13.6	16.8
Far Right	0.7	0.3	0.5	0.8	0.3	1.2	0.4	0.7	0.3	0.5
Average Grade (High School)										
A	61.2	67.6	64.7	37.4	48.0	72.0	74.9	28.0	36.2	31.9
B	38.2	32.0	34.8	57.3	50.5	27.2	24.9	59.9	57.9	59.0
C	0.7	0.4	0.5	5.2	1.5	0.6	0.2	11.9	5.9	9.1
D	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1
Estimated Parental Income										
$0 - $14,999	26.7	28.8	28.0	22.9	24.3	16.0	16.0	25.9	30.0	27.6
$15,000 - $29,999	41.3	41.2	41.3	44.3	41.3	35.3	30.4	44.5	41.5	43.1
$30,000 or more	32.1	29.8	30.9	32.8	34.5	48.7	53.7	29.7	28.8	29.2
Distance from Home to College (Miles)										
0 - 10	2.5	3.4	3.0	6.5	6.6	6.5	6.0	14.7	13.5	14.2
11 - 100	46.8	44.3	45.5	35.6	34.4	21.1	20.2	39.0	40.7	39.8
101 - 500	44.9	46.0	45.5	52.3	53.3	34.2	35.8	36.8	37.3	37.0
501 or more	5.9	6.3	6.1	5.6	5.8	38.3	38.1	9.6	8.5	9.1
College is Student's										
First Choice	88.5	89.1	88.9	79.4	81.7	76.5	81.5	76.5	78.0	77.2
Second Choice	8.5	9.2	8.9	15.6	14.3	17.3	14.3	17.9	17.8	17.9
Less than Second Choice	3.0	1.7	2.3	5.0	4.0	6.2	4.2	5.6	4.2	5.0

Note: All numbers are percentages. Totals for Highly Selective, Public and Private Universities, not available. For UNC-CH, N= 1864 responses (61.2% of 3,045 first-time, fulltime freshmen); others are weighted norms.

Data Source: Fall 1977 ACE/UCLA Freshman Survey

Prepared by: Office of Institutional Research, 3/9/78

Table 2 (continued)

Item Description	UNC-CH Male	UNC-CH Female	UNC-CH Total	Highly Selective Public Male	Highly Selective Public Female	Highly Selective Private Male	Highly Selective Private Female	All Universities Male	All Universities Female	All Universities Total
Reasons Noted as Very Important in Selecting This College										
Good Academic Reputation	78.1	85.8	82.4	70.9	77.1	89.1	91.1	56.8	64.1	60.2
Offers Special Educational Programs	24.1	34.1	29.6	21.4	29.8	28.5	38.2	24.9	35.1	29.7
Offered Financial Aid	10.9	9.7	10.2	9.3	9.7	28.0	27.7	13.2	13.1	13.2
Has Low Tuition	12.2	9.7	10.8	20.6	20.2	0.7	0.8	16.7	16.3	16.5
Number of Other Colleges Applied to										
None	37.8	39.8	38.9	34.3	34.1	7.5	8.4	17.9	15.2	16.7
One	23.2	27.0	25.3	19.1	21.5	12.5	14.0	29.5	32.9	31.0
Two	16.8	18.8	17.9	17.8	18.5	17.0	18.4	24.6	24.9	24.7
Three or more	22.2	14.5	18.0	28.8	25.9	62.9	59.1	28.0	27.1	27.7
Highest Degree Planned Anywhere										
None	0.8	0.5	0.6	1.0	0.9	0.3	0.5	1.0	1.1	1.0
Associate	0.1	0.3	0.2	0.7	0.6	0.1	0.1	0.8	1.5	1.1
Bachelor	33.0	49.2	41.9	25.6	30.5	8.1	11.6	29.0	36.7	32.6
Master	19.1	27.3	23.6	34.0	35.9	24.7	31.2	31.3	34.0	32.5
Doctorate	11.7	8.4	9.9	15.1	12.4	27.1	22.2	14.2	10.6	12.5
Professional	34.6	13.5	23.0	22.1	18.0	38.4	33.5	21.8	14.4	18.3
Other	0.7	0.7	0.7	1.4	1.7	1.3	0.9	1.9	1.7	1.8
Current Religious Preference										
Baptist	25.9	29.0	27.6	4.4	4.6	4.0	5.2	9.8	10.7	10.2
Methodist	20.6	21.4	21.1	9.8	9.7	6.9	7.6	10.2	10.6	10.4
Presbyterian	11.7	12.5	12.2	6.7	7.5	7.6	9.8	6.0	6.3	6.1
Roman Catholic	8.8	8.0	8.4	33.4	33.4	22.5	20.9	32.9	32.9	32.9
Jewish	2.1	2.5	2.3	7.4	7.6	18.0	17.0	6.8	6.4	6.6
Other religion	22.4	20.8	21.6	22.9	24.5	21.8	22.9	22.0	23.8	22.8
None	8.4	5.8	6.9	15.5	12.6	19.0	16.5	12.3	9.4	10.9
Father's Education										
Less than high school graduate	9.4	9.1	9.3	8.4	8.7	5.6	4.7	10.9	11.4	11.1
High school graduate and beyond	37.0	35.9	36.3	37.9	35.0	22.8	20.5	40.5	40.8	40.7
College graduate and beyond	32.6	33.5	33.0	31.3	32.7	31.5	28.7	28.6	28.1	28.4
Graduate degree	21.0	21.7	21.3	22.4	23.6	40.1	46.1	20.1	19.7	19.9

Table 2 (continued)

Item Description	UNC-CH Male	UNC-CH Female	UNC-CH Total	Highly Selective Public Male	Highly Selective Public Female	Highly Selective Private Male	Highly Selective Private Female	All Universities Male	All Universities Female	All Universities Total
Mother's Education										
Less than high school graduate	7.1	6.6	6.9	6.7	6.8	4.4	3.2	8.1	8.6	8.3
High school graduate and beyond	56.2	55.5	55.8	58.6	56.5	43.1	40.9	61.6	60.7	61.2
College graduate and beyond	28.3	32.0	30.3	27.5	28.8	36.4	38.2	23.1	23.5	23.3
Graduate degree	8.4	5.9	7.0	7.2	7.8	16.0	17.7	7.2	7.1	7.2
Concern about Financing College										
No Concern	46.7	41.5	43.8	35.6	30.8	37.9	34.4	37.5	31.1	34.5
Some Concern	45.7	48.8	47.4	50.7	52.4	51.4	53.0	49.0	51.3	50.1
Major Concern	7.6	9.7	8.8	13.7	16.9	10.7	12.7	13.0	17.5	15.4
Support from Part-Time Job										
None	27.3	35.7	31.9	19.7	21.3	23.7	26.6	25.7	27.7	26.7
$1 - $499	44.0	49.4	46.9	35.5	48.7	31.0	36.4	34.1	44.4	38.9
$500 - $999	22.4	11.9	16.7	28.9	22.3	30.7	27.3	25.5	20.7	23.2
$1,000 - $1,999	5.9	2.6	4.1	13.4	6.9	12.2	8.9	11.8	6.3	9.2
$2,000 or more	0.3	0.4	0.4	2.5	0.9	2.5	0.8	2.9	0.9	2.0
Student Estimation that Chances are Very Good They Will										
Change career choice	18.5	28.2	23.8	16.5	23.6	20.9	26.7	13.9	17.8	15.7
Get a job to pay college expenses	36.4	36.8	36.6	42.5	47.0	51.0	53.9	45.1	47.0	46.0
Live in co-ed dorm	47.8	52.5	50.4	42.7	44.5	66.4	65.3	38.4	37.3	37.9
Get bachelor's degree	85.3	87.2	86.3	79.7	82.9	92.5	94.4	78.6	81.5	79.9
Be satisfied with college	66.5	68.2	67.4	54.4	62.6	72.9	77.7	54.0	62.6	58.1
Find a job in preferred field	66.6	68.2	67.5	67.7	67.0	72.6	73.5	68.4	71.2	69.7
Very Important Objectives										
Be authority in my field	74.9	76.1	75.5	76.6	74.6	77.9	77.8	79.5	76.2	77.9
Be very well off financially	60.9	50.2	55.0	62.2	47.9	53.8	42.8	64.1	49.4	57.2
Develop philosophy of life	56.7	65.3	61.4	60.7	68.1	71.4	76.5	61.0	67.2	63.9

Table 2 (continued)

Item Description	UNC-CH			Highly Selective				All Universities		
				Public		Private				
	Male	Female	Total	Male	Female	Male	Female	Male	Female	Total
Student Agrees Strongly or Somewhat That:										
Gov't should help private colleges	47.1	44.2	45.5	51.9	49.4	68.4	65.2	59.4	56.6	58.1
Women should get job equality	94.9	98.6	96.9	91.3	98.0	95.2	98.8	90.9	97.8	94.1
Grading in high school too easy	73.0	75.4	74.3	66.9	66.5	77.1	73.8	65.9	66.5	66.2
Should live together, then decide marriage	38.5	31.6	34.7	53.6	44.9	55.5	47.8	53.8	43.0	48.8
Discourage large families	68.6	60.8	64.3	65.2	56.4	69.6	64.5	61.5	52.3	57.2
Sex o.k. if people like each other	55.1	30.5	41.7	67.6	37.9	65.7	40.7	67.4	36.0	52.8
Marijuana should be legalized	47.6	42.4	44.8	59.2	52.4	59.7	56.4	58.3	52.0	55.4
Base faculty promotions in part on student evaluations	77.0	80.2	78.7	75.0	79.0	76.9	82.4	74.7	76.8	75.7
De-emphasize organized sports	18.8	20.4	19.7	28.1	24.5	33.6	28.5	26.7	23.7	25.3
Individual can do little to change society	44.4	42.2	43.2	45.0	40.0	38.0	34.9	43.8	39.4	41.7
Preferential treatment for disadvantaged o.k. in college admissions	25.4	20.5	22.7	27.4	26.5	21.6	21.2	30.7	29.8	30.3

Note: Questions on this page are reproduced in abbreviated form for condensation of space. Reference to the full text of some questions on the actual survey should be made if clarification of responses is needed.

drop in response rate. Of the 3,048 freshmen enrolling in the Fall, 1977 semester, 1,864 (61.2%) completed usable survey forms, down 36.6% from the 1976 response rate. As noted earlier, our response rate fell below the 75% level required for inclusion in the weighted national norms and necessary to consider the reponses representative of our entire freshmen population entering in 1977. The comments following and the comparisons between the classes in Section IV should be read with this qualification of the data in mind.

Table 2 (see pages 14-17) details the responses from the ACE/ UCLA survey data in the same manner Table 1 presented data for The Class of 1980. This section reports selected highlights from the responses shown by Table 2.

Black females entering UNC-Chapel Hill (8.3% of all females entering) exceeded all other categories shown for Black freshmen. The percentage of Black females entering all universities was 7.3% in 1977. Our total Black enrollment (7.1%) was higher than the total Black enrollment entering all universities in the weighted norms (6.0%).

While 52% of UNC-CH freshmen considered themselves to be "middle-of-the-road" politically, nearly one-fourth (24.1%) identified themselves as "conservative," slightly over one-fifth (22.6%) "liberal." Our students rated themselves "liberal" less often than all other categories shown on Table 2.

Just over one-fourth (28%) of our freshmen reported their parents' estimated income as $14,999 or less, while 30.9% estimated it at or above $30,000 per year. In this area, our freshmen responded very similarly to freshmen entering all universities, 27.6% ($14,999 or less) and 29.2% ($30,000 or more).

UNC-Chapel Hill was the first choice of college for 88.9% of our freshmen, compared to 60.2% for all universities. Another 8.9% of the entering freshmen listed UNC-CH as their second choice.

Again in 1977, our academic reputation was cited by 82.4% of our freshmen indicating their very important reasons for selecting UNC-Chapel Hill, the highest reason cited. Nearly thirty percent (29.6%) cited our special educational programs as influencing their decision to attend UNC-CH, the second highest reason cited.

More males than females among our entering freshmen aspire to the doctorate (11.7% males, 8.4% females) and professional degrees (34.6% males, 13.5% females), but more females than males aspire to obtain the master's degree at some institution (27.3% females, 19.1% males) as their highest degree planned. Almost forty percent of the males (38.4%) and a third of the females (33.5%) entering the highly selective private universities hope to obtain a professional degree somewhere as their highest earned degree.

The top three religious affiliations for our freshmen in 1977 were: Baptist (27.6%), Methodist (21.1%), and Presbyterian (12.2%). Another 21.6% reported miscellaneous other religions as their current religious preference. The largest group reported by freshmen entering all universities was Roman Catholic (32.9%), followed by other religions (22.8%).

Concern about financing college was a major concern for 8.8% of our freshmen, compared with 15.4% for all freshmen entering universities. Almost half of our freshmen (47.4%), however, indicated some concern over educational finances, while 50.1% of freshmen in all universities had some concern with financing college expenses.

Our freshmen in 1977 have high expectations of being "satisfied with college," as 67.4% agreed with the statement; this was slightly above the norm for freshmen entering all universities (58.1%). UNC-CH freshmen also expect to "find a job in preferred field," with 67.5% expressing agreement with the statement. Among our freshmen indicating "very important objectives," three-fourths (75.5%) desired to become authorities in their fields (77.9% for freshmen entering all universities); over half (55%) desired to "be very well off financially" (57.2% for all universities' freshmen); and, above sixty percent (61.4%) hoped to "develop a philosophy of life" (63.9% for all universities' freshmen).

Finally, in a number of statements designed to elicit student opinions, our freshmen responded as a group as shown below in comparison to the population of freshmen entering all universities:

Agrees Strongly or Somewhat	UNC-CH Freshmen	All Freshmen
High school grading too easy	74.3%	66.2%
Discourage large families	64.3%	57.2%
Legalize marijuana	44.8%	55.4%
Student evaluations used in faculty promotions	78.7%	75.7%
De-emphasize organized sports	19.7%	25.3%
Individual can do little to change society	43.2%	41.7%
Preferential treatment for disadvantaged o.k. in college admissions	22.7%	30.3%

IV. Some Comparisons Between The Class of 1980 And The Class of 1981

Profile Comparison — Continuing the trend first observed in The Class of 1979 (entering Fall, 1975), more females (54.3%) than males (45.7%) entered UNC-Chapel Hill as freshmen in The Class of 1980. The pattern was the same for The Class of 1981 (53.2% females, 46.8% males), though a slight decrease in the degree of difference is shown.

For the out-of-state students (including "non-in-quota" freshmen), more females (52.7%) than males (47.3%) enrolled in The Class of 1981; the ratio for The Class of 1980 was reversed (53.4% males, 46.6% females), a more usual pattern historically for The University.

Black enrollment at the freshman level rose from 6.7% (193) in The Class of 1980 to 7.3% (222) in The Class of 1981, as did enrollment in the "Other" racial category (from 1.3% to 1.7%). Composite mean College Board SAT scores declined modestly, 1,090 in 1976 to 1,084 in 1977.

More freshmen in 1977 (2,657) than in 1976 (2,564) were ranked in the top fifth of their high school senior classes, though the percentage of the total enrollment as freshmen achieving this ranking dropped somewhat (92.2% in 1976 to 87.2% in 1977).

The same ten counties in North Carolina for both classes were responsible for about one-half of the in-state enrollment for freshmen, though their order varied slightly (49.2% of in-state enrollment in 1976, 50.3% in 1977). As might be expected, these counties were the more populous and more urbanized in the state.

In the out-of-state enrollment, a similar situation was shown on the class profiles: for both classes the same ten states appeared with some variation in their order. These ten states represented 78.2% of the out-of-state enrollment for The Class of 1980, 80.8% for The Class of 1981. Number of total states represented in the class fell from 35 in 1976 to 31 in 1977, with the District of Columbia represented in both classes. Virginia provided the most out-of-state freshmen for both classes (62 in 1976, 65 in 1977), Connecticut the least of these top ten states with 15 freshmen enrolling in both classes.

ACE/UCLA Survey Data Because the data for The Class of 1981 are considered unrepresentative of that entire freshman class, only a few selected comparisons will be noted here between that group and the freshmen entering The Class of 1980 (representatively profiled by the survey data collected). Generalizations from the data for The Class of 1981 should be made with some caution, but the response rate (61.2%) was strong enough to warrant some qualified comparisons between our two most recent entering classes.

The Class of 1981 continues the trend for our freshmen toward describing their political self-identity as "middle-of-the-road," with 52% noting that choice, up slightly from The Class of 1980's 51.6% response. More freshmen in 1977 (24.1%) identified themselves as politically "conservative" than in 1976 (20%), while those freshmen embracing the "liberal" self-concept declined (26.9% in 1976, 22.6% in 1977).

Likely a reflection of, among other factors, secondary schools' continuing grade inflation, The Class of 1981 showed 64.7% graduated with an A average from high school, up from 63.6% in The Class of 1980. In both classes, the highest percentage response concerning estimated parental income came in the "middle class" range of $15,000-$29,999 (38.9% in 1976, 41.3% in 1977).

Nearly fifty percent (48.7% in 1976, 49.2% in 1977) of entering females in both classes indicated that the highest degree they planned anywhere would be the bachelor's degree. Though these plans may be modified during or after their undergraduate education, females upon entering UNC-CH still show less aspiration for the more advanced degrees than do males. For example, males who plan to end their formal

education with the bachelor's degree showed 27.5% in 1976, 33% in 1977.

Freshmen entering The Class of 1981 reported their father's education level in the category having a college degree, graduate degree, or beyond as 54.3%, up slightly from the 53.2% response in the previous class. For freshmen's mother's education in the same category (college or graduate degree or beyond), the opposite finding was observed: 39.4% in The Class of 1980, 37.3% in The Class of 1981.

Of those freshmen indicating responses about obtaining support from a part-time job while attending UNC-CH, 51.9% in 1976 indicated no support; in 1977, 31.9% reported no support from part-time employment. The wide variation in responses in just one year seems rather questionable, and it is doubtful if a full 20% more freshmen in The Class of 1981 are working at some part-time employment than those in The Class of 1980. More likely, the data here are suspect and should be viewed with the qualifications of the 1981 data noted earlier.

In The Class of 1980, 73.6% of freshmen responding estimated that they will "be satisfied with college." For The Class of 1981, agreement with the statement by freshmen responding fell slightly to 67.4%. It is worth noting, however, that for both classes over two-thirds enter The University with high expectations of overall satisfaction with their college experiences.

Finally, freshmen in both classes gave opinions on ten (10) statements that were almost identical in wording on both years' surveys. (See page 8, Table 1 and page 17, Table 2 for a fuller presentation of these statements and related response data.) The following brief listing shows the variations in responses by each freshman class on these ten statements:

Agrees Strongly or Somewhat	Class of 1980	Class of 1981
1) Gov't should help private colleges	50.1%	45.5%
2) High school grading too easy	72.7%	74.3%
3) Should live together, then decide marriage	39.5%	34.7%
4) Discourage large families	72.9%	64.3%
5) Sex o.k. if people like each other	40.4%	41.7%
6) Legalize marijuana	42.7%	44.8%
7) Student evaluations used in faculty promotions	77.1%	78.7%
8) De-emphasize organized sports	23.9%	19.7%
9) Individual can do little to change society	36.0%	43.2%
10) Preferential treatment for disadvantaged o.k. in college admissions	26.1%	22.7%

V. Implications of the Data and Some Suggestions for Further Uses and Research

The University has participated in the ACE/UCLA Freshman Survey for each of the twelve years it has been conducted to date. Through our participation, we have contributed to the project's overall goal of assessing the impact of college on students through the collection of longitudinal data. In addition, we have obtained a growing base of information about our entering freshmen that otherwise would not have been available for campus-based analysis and decision-making.

As shown in this report on our two most recent freshmen classes, each class is somewhat unique and yet reveals trends and specific insights when considered historically. Because of the survey's design, comparisons are possible both among our classes of entering freshmen and those entering similar institutions at the same time across the nation.

This report concentrated on a selected number of survey areas, such as high school grades, degree aspirations, and freshmen attitudes.

The full survey data, however, presents substantial information which can be useful and vital to various campus entities seeking to improve and develop their services for students and The University as a whole. For example, freshmen in the survey describe how well they were prepared in high school in a number of academic areas, and also reveal their perception of their need for remedial work. In forecasting and planning remedial programs at The University, such data can be invaluable.

A wealth of information now exists about our entering freshmen, covering the period of expanding growth in the late 1960s to the present era of stabilizing enrollments. As noted in the introduction to this report, a comprehensive analysis of our entering classes from 1966-1977 is planned by the Office of Institutional Research. This study should assist our understanding of the changes experienced in The University during this period, and aid planning for future changes that can be anticipated.

It is becoming increasingly possible to study a student population throughout its educational "life," from entering freshmen to transfers to "dropouts" to graduates and beyond. We may be able to better understand the characteristics and factors that influence student achievement, persistence, and satisfaction. We may be able to relate the attitudes of entering freshmen with those of graduates, and in the process discover the impact of The University on our students. With the increasing interest in educational outcomes, in the value and meaning and purposes of college education, The University is growing more capable of addressing directly these important questions.

The national annual summary report on entering freshmen and our freshmen's responses each year are presently used by a number of

offices and entities on campus, primarily in the General College/College of Arts and Sciences and the Division of Student Affairs. The administration of the survey each year is under the auspices of the Division of Student Affairs.

The following recommendations are offered concerning the ACE/UCLA Freshman Survey:

--The University should continue its participation in the project;

--The administration of the survey should be organized to obtain the highest response rate possible, to increase the usefulness and reliability of the data; the method used in 1976 produced a very high response rate of 97.8%;

--Efforts should be made to increase the dissemination and use of the data obtained from the surveys to a wider campus audience; in particular, admissions, financial aid, counseling centers and programs, career planning and placement, and planning entities can use the data in enhancing their roles and missions within The University.

Specific research questions that could be addressed in the planned Office of Institutional Research study of entering freshmen 1966-1977 are solicited.

APPENDIX A

Table 3. Number of Institutions and Students Used in Computing Weighted National Norms for 1976

Norm Group	No. of Institutions Used in Norms	No. of 1976 Entering Freshmen Participants	Weighted Totals Number	% Men	% Women
All universities	51	85,006	387,198	52.8	47.2
Public universities-high selectivity	8	20,724	61,949	51.1	48.9
Private universities-high selectivity	11	10,023	25,955	65.1	34.9

Data Source: The American Freshman, National Norms for Fall 1976, 1976, p. 11.

Table 4. Number of Institutions and Students Used in Computing Weighted National Norms for 1977

Norm Group	No. of Institutions Used in Norms	No. of 1977 Entering Freshmen Participants	Weighted Totals Number	% Men	% Women
All universities	47	78,237	405,404	53.4	46.6
Public universities-high selectivity	7	20,006	66,477	52.3	47.7
Private universities-high selectivity	9	7,583	25,315	62.6	37.3

Data Source: The American Freshman, National Norms for Fall 1977, 1977, p. 9.

[1] First-time, fulltime freshmen only.